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*History.*—Theories as to beginnings of the textile arts. Stories of earliest weaving. Mats, curtains, and baskets among cave men and Indians. Discovery of linen. Exchange of amber for wool leading to commerce. Inventions in textile processes—spindle, distaff, wheel. Methods of getting clothing in the period of hunter life. Domestication of animals leading to shepherd life. Early Aryans and ancient Hebrews as illustrations of shepherd life. Change from shepherd to agricultural life. Ancient lake dwellers of Switzerland. Methods of transportation among the peoples studied.

*Geography.*—Stories, pictures, and stereopticon views of the routes over which textile fibers and fabrics are transported from their sources to our own city. Excursions to wharfs, freight-houses, and warehouses. Nomads of Arabia as present types of shepherd life. Deserts and life in the deserts. Excursions to sand dunes, to oriental rug shops, to botanical gardens to see specimens of tropical vegetation. Stories and pictures of the cotton-growing regions of our own country, of the West Indies, of Egypt, and of India. The forests from which dye-woods are gathered. Forests and mountains as background of hunter life. Plains and highlands as grazing grounds. Valleys as agricultural regions.

*Number.*—Use of footrule in making loom. Halves, fourths, thirds, sixths, and twelfths of a foot; combinations in 12; yard. Use of metric scale in weighing of dye substances. Table for liquid measure as needed in measuring water in dyeing. Square inch, square foot, and square yard in making designs. Use of compasses in making of circle; use of terms "radius," "diameter," "circumference," and "area." Telling of time. Table of time. Table of United States money; making change inside of one dollar; keeping of expense books and accounts within one dollar; processes of addition, subtraction, and multiplication with use of symbols—all to be taught as needed in the buying of materials.

*Literature.*—Bible stories of Abraham, Isaac, Jacob, and Joseph as expressive of shepherd life. Indian myths as belonging to hunter life. Stories and verses emphasizing the colors in flowers, trees, fruits, leaves, insects, birds, and other animals; change of season; wind, frost, clouds as partial causes of the color changes of the year.

*Songs.*—“The Ladybird,” “Come, Little Leaves,” “The Garden Bed.”

*Drawing and painting.*—Subjects similar to those for the first grade. Special emphasis on the coloration of the animals and plants studied.

## HOME ECONOMICS.

A LICE P. NORTON.

### COOKING IN THE PRIMARY GRADES.

ONE of the common objections to the introduction of cooking into the schools is the lack of time for such work.

Whatever is true in the upper grades, experience has shown that in the primary classes the cooking may be an actual economizer of time. The children are so eager for the work that in order to accomplish it they will readily undertake what might otherwise be drudgery.

A series of lessons is here given somewhat in detail to illustrate the method of teaching reading, writing, and number by means of the cooking. They were given by Miss Mitchell to the second grade and reported by a member of the pedagogic class. The italicized words were written on the blackboard:

#### LESSON I.

"Some children from the North Side school are coming to luncheon with us soon. The third grade is to make grape juice for them. Suppose we make *apple jelly*. Does anyone know what that says? Yes, apple, but there is more than that; it is apple jelly. Who knows what we shall need to make it? Let us make a list. Of course, *apples* first; then," at the suggestion of the children, "*water, sugar*. To make the jelly we must *strain* the juice through a *muslin bag*, and put it into *glasses*.

"When we cook we must know just how much of everything to use. How can we tell exactly how much sugar we need? We could measure it, but there is a better way; we can *weigh* it. Let us write this—*we will weigh the sugar*.

"Suppose we learn how to use these scales today, so that when we make our jelly tomorrow we can go right to work. We can pretend this sand is sugar."

The scales were then studied, and directions given for balancing, and the children practiced till they could weigh correctly, not only one, five, seven grams, etc., but halves of a gram.

#### LESSON II.

When the children were seated around the cooking table, each one provided with the necessary utensils, the following directions, printed upon a slip of paper, were given to each child:

##### *Rule for Making Apple Jelly.*

Clean the apples.

Cut them into quarters.

Cut out all specks.

Put the apples into a kettle and cover them with water.

Boil slowly till the apples are soft.

Strain through a muslin bag.

Add 324 grams of sugar to each pint of juice.

Boil for twenty minutes.

Pour into glasses set in hot water.

Place in the sunlight and cover with netting.

No one was allowed to work till he could find out from these directions what to do. Each child was eager to get the meaning of the printed words, for he longed to be doing. The teacher furnished all necessary help, giving unfamiliar words when requested, and in a surprisingly short time everyone could read to her the directions, showing that he knew how to go to work.

The apples were then prepared according to the directions, cooked, and poured into a bag to drain until the next lesson. The bowls receiving the juice were labeled, that everyone might have his own; and each child washed the dishes he had used.

#### LESSON III.

The children studied the liquid measures—the cup, pint, quart, gallon—in preparation for the measurement of the apple juice. Using water as the liquid, by their own experiments they found out how many cups make a pint, how many pints a quart, and how many quarts a gallon. As in the case of the weighing in the first lesson, this involved, not only addition, but the study of the fractional parts one-half and one-fourth. The learning of the table for liquid measures followed—a very simple process after it had been worked out by the children.

#### LESSON IV.

The children, seated about the cooking tables, were given the juice prepared on a previous day, and the printed rule. Each child read over for himself the directions and found the place to resume work. He then measured his juice in the half-pint measuring cups and wrote on the board a statement of the quantity measured, as, for example:

"I have half a pint of apple juice."

"I have three-fourths of a pint of apple juice."

Help was, of course, given when needed, by the writing of the unfamiliar word on the board and erasing it immediately.

The next step was the deciding of the amount of sugar required for each one. "The rule says 324 grams of sugar for each pint of juice. How much sugar will Gardner need? He has half a pint of juice. Yes, a half of 324 grams, but how shall we find out how much that is?" This was a difficult problem, but at last one child suggested that they might take one-half of 300, and the question was solved in this way:

$$\frac{1}{2} \text{ of } 300 = 150.$$

$$\frac{1}{2} \text{ of } 24 = 12.$$

$$150 + 12 = 162.$$

In the same manner the problem was worked out for each different amount of juice, and each child weighed out the required amount of sugar. He then completed the jelly according to the rule.

One thing was especially noticeable in this lesson. Each child was alert to get the result of the number work in order to make the jelly, and with this immediate end in view he grasped this difficult problem far more quickly than he had solved easier ones without the same incentive.

#### LESSON V.

A writing lesson in the class-room was given in which the children wrote the rule for the jelly in their cookbook, from memory.

#### LESSON VI.

The serving of the jelly as part of a luncheon given to invited guests.

### SPEECH, ORAL READING, AND DRAMATIC ART.

#### MARTHA FLEMING.

As OUTLINED last month, the pedagogic class took up the study of Washington and Lincoln with the intention of arranging the results into a form suitable for presentation on a program.

After the general discussion in the class we made a list of topics for special study. Each member selected the topic on which she thought she could write best, and presented her paper to the whole class for criticism and suggestions. Next we decided to rewrite these papers and embody their substance in language adapted to public speaking, and so simple and dramatic that it would be easily understood by the children. Three minutes was the time allowed for the delivery of each speech, and every effort was made to reduce the time to two minutes. The work required a thorough knowledge of the history, and included practice in oratorical writing, in writing for children, and drill in delivery.

Below is an account of the work from the standpoint of one of the students:

The Gettysburg address was one selection of literature given to the class for oral expression. In order to read it with any meaning, some appreciation of the times and conditions which had given rise to it was necessary, but I confess to a most perfunctory interest in the whole subject at first.

When the subjects for the class work were selected, I chose to write and speak of the Emancipation Proclamation, because it seemed to me the great act of Lincoln's life. I believed I could write best on what I felt most deeply.

Later on the suggestion was made that, as these subjects were to be given